CONTENTS Vol. 33

Vol. 33, No. 1, January 1997

Curricular reform and the changing social role of public higher education in Costa Rica
Susan B. Twombly 1–28

Is job sharing worthwhile? A cost-benefit analysis in UK universities
Geoff Harris 29–38

Improving learning skills: a self-help group approach
Dejano T. Sobral 39–50

Variations in students' evaluations of teachers' lecturing in different courses on which they lecture: a study at the London School of Economics and Political Science
Christopher T. Husbands 51–70

Assessment preferences and their relationship to learning strategies and orientations
Menucha Birenbaum 71–84

Variations in lecturing styles
Alenoush Saroyan & Linda S. Snell 85–104

Book Reviews 105–112

Erratum 113

Vol. 33, No. 2, March 1997

A qualitative review of doctoral dissertations on management in Taiwan
Pao-Long Chang & Pao-Nuan Hsieh 115–136

Degrees of difference: variability of degree results in UK universities
Keith Chapman 137–153

Does access work? The relative performance of access students at a Scottish university
Michael Osborne, John Leopold & Alistair Ferrie 155–176

Flexible coursework delivery to Australian postgraduates: How effective is the teaching and learning?
Kate Beattie & Richard James 177–194

Deconstructing deep and surface: Towards a critique of phenomenography
Graham Webb 195–212

Reconstituting approaches to learning: A response to Webb
Noel Entwistle 213–218

On the surface of phenomenography: A response to Webb
Eva Ekeblad 219–224

Contesting learning theory: A response to Entwistle and Ekeblad
Graham Webb 225–230

Vol. 33, No. 3, April 1997

Equity in Spanish higher education
José-Ginés Mora 233–249

Developing research potential through a structured mentoring program: issues arising
Sue Johnston & Coralie McCormack 251–264

Higher education in a vacuum: stress and reform in Ecuador
Kenneth P. Jameson 265–281

Metaphorical images of an organization: the power of symbolic constructs in reading change in higher education organizations
Hasan Simsek 283–307

Disseminating development initiatives in British higher education: a case study
Stephen Sharp & Pat McLaughlin 309–329

The disjunction between lecturers' conceptions of teaching and their claimed educational practice
Kate Murray & Ranald MacDonald 331–349

Book Reviews 351–361

Vol. 33, No. 4, June 1997

Reluctant partners in modernization: The National Autonomous University of Mexico and its links with industry
Heriberta Castaños-Lomnitz 363–379

Educational ideologies and national development needs: the 'African University' in Namibia
Charles J. Ping & Bill Crowley 381–395

A solid base for decisions. Use of the VSNU research evaluations in Dutch universities
Don F. Westerheijden 397–413

University affiliation and the role of the university in the moderation of teaching practice in Botswana
M.B. Adeyemi & A.G. Hopkin 415–431

Quality assurance and women in higher education
Carmen Luke 433–451

Measuring quality in universities: An approach to weighting research productivity
Murray Print & John Hattie 453–469

Conceptions of learning among Nepalese students
Bo Dahlin & Murari P. Regmi 471–493

Information for authors 495–500

Author index 501

Subject index 502–504

Contents Volume 33